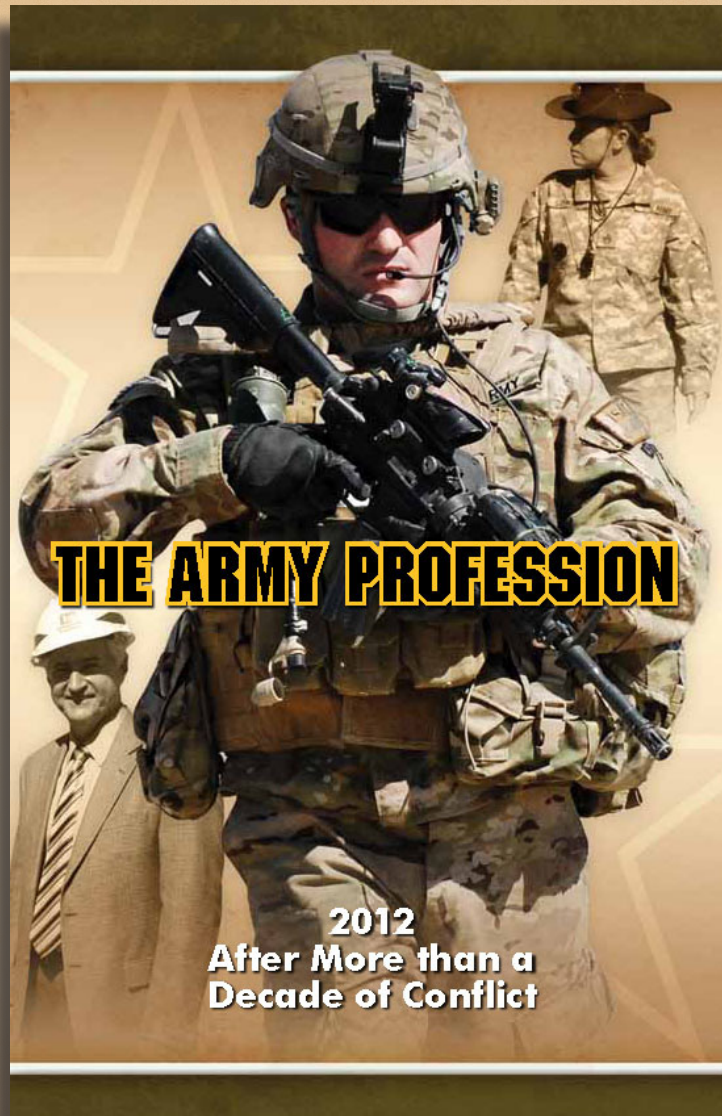


# US Army Army Profession Campaign



**Annual Report**  
**April 2, 2012**  
**US Army Training and Doctrine Command**

AP Campaign website: <http://www.us.army.mil/suite/page/611545>

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**Distribution:**

Unlimited.

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Authorized for distribution April 2, 2012:

  
ROBERT W. CONE  
General, U.S. Army  
Commanding General



## Introduction

As the war in Vietnam ended, the Army engaged Braddock, Dunn & McDonald Corporation (BDM) to conduct an internal analysis of the force<sup>1</sup>. Its shocking report stated that the Army was “close to losing its pride, heart, and soul.” Worse, even as BDM’s report was being written, senior officers visiting Fort Leavenworth were refusing to return for more interviews after being roughly handled during question and answer periods. When then-Chief of Staff General Creighton Abrams called to inquire about what was wrong at Leavenworth, he was asked if he preferred junior officers to remain silent. His answer, as is the Army’s answer today, was an unequivocal “no.” For the senior leadership of the post-Vietnam era, listening to what was wrong was a first step in a long period of reflection on the state of the Army and the Profession of Arms. Out of this painful experience came the Army that won the Cold War, took a mere 100 hours to emerge victorious in Operation Desert Storm, defeated Saddam’s Army in Operation Iraqi Freedom and performed so magnificently during the last 10 years of war in Iraq and Afghanistan.

While a decade of outstanding combat performance ranks among the Army’s greatest achievements, standing squarely beside it is the fact that throughout this period the Army has maintained a professional and disciplined force of Soldiers and Army civilians. It is an Army where trust, up and down the chain of command, remains the bedrock of a solid Army culture that still holds selfless sense of duty as its highest ideal. Still, it is impossible for any Army to endure a ten-year trial of war without some fraying at the edges of its professional ideals: a fraying that is best corrected by another period of reflection on the Army Profession.

***... we all have a duty to examine the tenets that underpin our profession ...***

The Army is already making strenuous efforts to implement equipment and doctrinal changes based on lessons learned in war as well as realistic forecasts of future requirements. But wars are not won by materiel and sound doctrine alone. Far more important than either is maintaining a strong foundation of trained, disciplined, and professional Soldiers and Army civilians who have always been and continue to be at the heart of all Army successes. Therefore, as the Army comes out of a decade of war, we all have a duty to examine the tenets that underpin our profession and to make the lasting changes in the profession necessary to strengthen the Army’s enduring culture.

The good news from this study is that at its core, the Army’s professional health remains solid. Unlike the post-Vietnam era, the “pride, soul, and heart” of the Army remains strong. But, these are areas that Army Professionals can never take for granted. We must maintain a constant vigil against threats to our profession, while acknowledging that there will never come a time when no further improvements are possible. Still, we must never cease our quest for perfection, for if professions have a defining characteristic, it is that their members constantly and vigorously examine their own standards, while relentlessly policing themselves to ensure adherence to the profession’s beliefs and values.

As the Army transitions from a decade of war, this is an appropriate time for such a critical self-evaluation, so as to build upon our strength and confront our weaknesses. Such reflection, coupled with decisive action aimed at the professional improvement of the total force, will ensure we will always have an Army prepared to meet any challenge and defeat any foe. In this spirit, and in fulfillment of a directive from the Secretary and Chief of Staff of the Army, TRADOC embarked on a year-long campaign to assess the condition of the Army Profession. In the sincere hope of keeping the entire force apprised of where this study is and where it’s going, this paper presents a summary of TRADOC’s major findings, as well as recommendations under review by the TRADOC Commanding General.

This review took the form of a year-long campaign of learning to assess how the last decade of war has affected the Army as an institution as well as its members as professionals. We have done so through the examination of policies, programs, studies and surveys, and through Army-wide dialogue and discussion about what it means to be a member of the Army Profession.

1. James Kitfield, *Prodigal Soldiers* (Brassey’s, 1997), p. 146



## Methodology of the Campaign

The Army Profession Campaign is perhaps the most comprehensive study of the Army Profession ever conducted. Over the year-long study more than 40,000 Army Professionals across all cohorts and components provided feedback on the state of the profession and the way ahead through numerous venues.

The campaign began when TRADOC published “An Army White Paper: The Profession of Arms” (December 2010). Afterward a “Community of Practice” was formed with designated leads from:

- Army Civilian University
- Army Capabilities Integration Center
- Center for Army Leadership
- Center for the Army Profession and Ethic
- Initial Military Training
- Institute for Noncommissioned Officer Professional Development
- U.S. Army War College
- Warrant Officer Career College

These organizations were selected so all cohorts (officer, warrant officer, noncommissioned officer, Soldier, and Army civilian) within the Army were represented. The Community of Practice guided the campaign, collected and analyzed data and then interpreted the wide range of feedback they received over the year.

The Community of Practice employed several assessment tools, reflecting both quantitative and qualitative analyses:

- a. The Army Research Institute distributed two Army-wide surveys. These surveys were designed to assess the strengths and weaknesses of each of the essential characteristics of the profession. Over 41,000 Army Professionals responded to these surveys.
- b. Five installations conducted multiple focus group sessions organized by cohort. These focus groups solicited candid feedback from over 500 Soldiers and Army civilians on the profession’s concepts, strengths and weaknesses. These focus groups also presented numerous recommendations for how the Army might possibly shape the future of the profession.
- c. Dialogue was captured and analyzed from 15 forums on the Army Profession. These forums included hundreds of attendees from across the Army, academia and other services. During these forums senior leaders were presented with findings of the campaign and were able to share their perspectives.
- d. The campaign also engaged the profession extensively through social media, and numerous topics were discussed in these venues. These discussions were monitored, captured, and analyzed for common themes, resulting in thousands of observations and comments being added to the campaign’s body of knowledge from this social networking effort.
- e. The TRADOC G-2 “Red Team” provided an analysis of possible threats to the profession and the professionalism of its membership.
- f. Each Community of Practice member researched and reviewed prior Army studies to inform and compare to current findings. In total, over 35 studies were considered and 15 studies were thoroughly analyzed in support of the campaign.

From the sources of data, the Community of Practice formulated seven sets of focus areas and associated “Army Profession Strengthening Initiatives”— each targeted to move the Profession toward its desired end state.



What follows is a summary of the findings and recommendations of the Army Profession Study. It is divided into seven key focus areas:

- o **Institutionalizing Army Profession Concepts**
- o **Building and Sustaining Trust Relations**
- o **Improving Standards and Discipline**
- o **Certifying Army Professionals**
- o **Investing in Leader Development for the Army of 2020**
- o **Strengthening The Army's Culture**
- o **Integrating/Synchronizing Human Development**

## 1. Institutionalizing Army Profession Concepts

By 1918, four years of brutal trench warfare had exhausted the British and French armies to the point that they were cracking under the successive hammer blows of the German General Eric Ludendorff's great 1918 offensive. To support the crumbling Allied line US General John J. "Blackjack" Pershing ordered the 2nd Infantry Division forward in what would be its first major engagement of the war. The American infantry had to advance through the morale-damaging detritus of a French army in full retreat. Upon the division's arrival at the shaky front, the French commander, unsure of the green American unit's fighting ability, ordered the division broken up and scattered as replacements for broken French units. The division's chief of staff, Colonel Preston Brown, categorically refused, telling the French commander that the Americans would form a new line through which French units could retreat and re-form.

Still unsure, the French general anxiously asked, "Can your Americans really hold?" Brown looked up from his map and replied, "General, these are American [Soldiers]. They are professional soldiers." With possibly a bit of hyperbole he added, "In 150 years they have never been beaten. They will hold." The 2nd Division did hold, and in doing so broke the back of the German offensive. In fact, the division not only held; within a week it went over to the attack.

Almost 100 years ago, Colonel Brown understood that the words "professional soldier" had specific meanings. He knew that such a designation meant that the men of the 2nd Division had accepted an ethos, or system of values, that ensured success when tested in combat. Brown knew that his "profession-

als" were competent, committed, and had the character not to flinch from the ordeal ahead. He knew that which was eloquently stated by the Duke of Wellington as he looked over his thin red line of British troops at the Battle of Waterloo: "They won't run away and it will take a good many hours to kill them all."

***Brown knew that his "professionals" were competent, committed, and had the character not to flinch from the ordeal ahead.***

Colonel Brown, with many years of service, intuitively grasped what it meant to be a professional soldier. But Soldiers do not enter the Army with these concepts already imbued within them. They must be instilled in them through constant articulation and example. To improve upon the articulation of the concepts crucial to understanding our Army as a profession, the Army Profession Campaign recommended eight concepts for approval by the Army leadership. Upon approval these concepts will be incorporated into doctrine and professional development activities. They are:

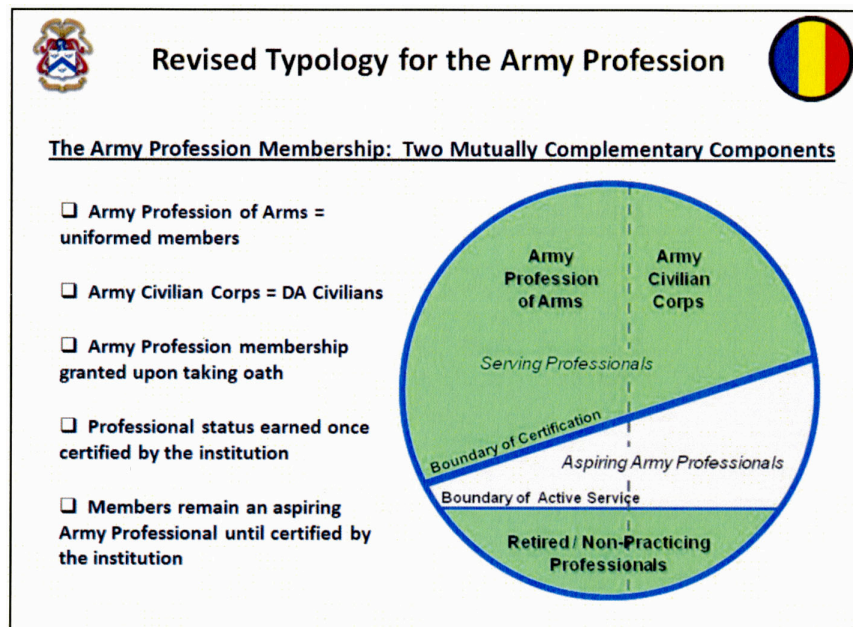
- a. The basis of the Army's institutional character has a dual nature. On the one hand it is a professional force, abiding by tenets commonly accepted by the membership of any truly professional group. On the other,





this professional ethos often finds itself in conflict with the bureaucratic imperatives and limitations required to efficiently run large organizations. How we resolve conflicts between the Army's professional culture and the day-to-day necessity to act within a bureaucracy will help define the nature of the overall force for the next generation.

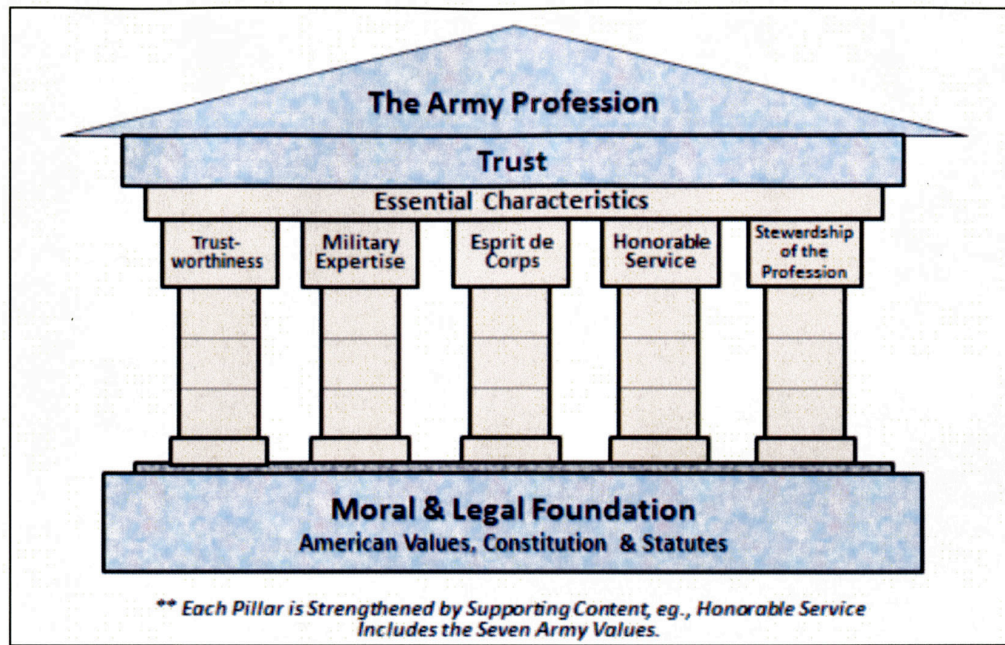
- b. The members of the Army Profession must be Professionals in order to sustain the trust, confidence, and respect of the American people. It is not sufficient to declare ourselves professionals. Rather, we must embody the meaning of the word "professionalism" in our every action.
- c. Professional status must be earned. Therefore, the Army as an institution must certify its individuals as professionals. Once so certified, it is the duty of the individual to professionally develop himself or herself as his or her responsibilities within the Army increase.
- d. The foundational characteristics of professional Army leaders, both in uniform and civilians, are individual competence, character and commitment.
- e. The Campaign created a new typology to better visualize the Army's concept of the military profession inclusive of all its members, including civilians and those retired or veterans with honorable service.



### Revised Typology of Membership in the Army Profession

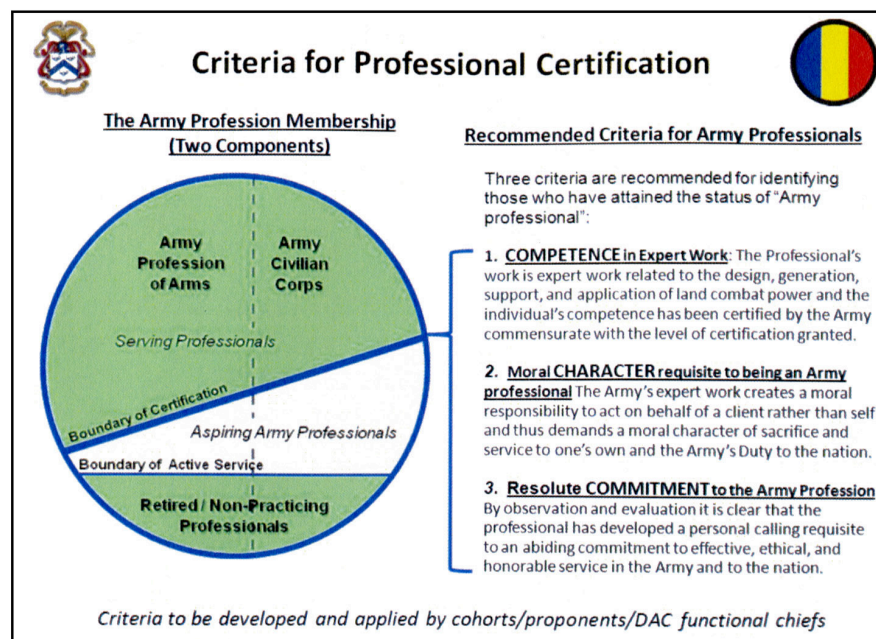
- f. The six essential characteristics of the Army Profession are defined as:
  - 1. **Trust:** with the American people
  - 2. **Trustworthiness:** in all internal and institution-to-individual relationships, and externally to all mission partners
  - 3. **Military expertise:** in the ethical design, generation, support and application of combat power
  - 4. **Esprit de Corps:** uniting our members in a common bond that will prevail against all odds
  - 5. **Honorable Service:** reflecting an institutional ethic grounded in the nation's values and the Army's duty to the Republic
  - 6. **Stewardship of the Profession:** the Army self-polices all domains of its professional essence. Effective stewardship results in the Army being prepared for future conflicts with the right practices and expert knowledge.





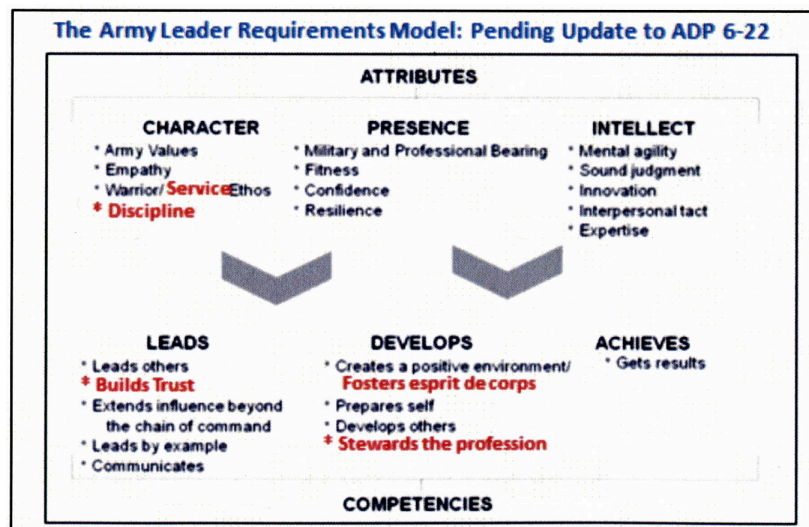
### The Essential Characteristics of the Army Profession

- g. If the Army expects to see these characteristics manifested in Soldiers' and Army civilians' actions, then the institution must create commonly agreed upon criteria for certification of all Army professionals. Such criteria must measure competence in expert work, moral character and every member's resolute commitment to the Army Profession and its duty to the nation. Collectively, these three criteria for professional certification are called the "3 Cs."



### The Criteria for Professional Certification

- h. One way to operationalize the above institutional-level concepts is by adopting the revised Leader Requirements Model (LRM) in Army Doctrine Publication (ADP) 6-22. This model specifies the attributes and competencies expected of all Army leaders.



### Institutionalizing Army Profession Concepts - Specific Findings

- All cohorts of the Army share a strong sense of service and sacred calling. Nine out of ten survey respondents replied that they were proud to serve in the Army, that they had a deep commitment to serve the nation, and that they believed in placing duty above their own needs.
- Army cohorts widely endorse Army values and traditions. Approximately 90 percent of survey respondents state that Army values align with their personal values.
- Army cohorts strongly support the Army remaining a self-policing profession.
- As we come out of two wars, Army Professionals are looking for the Army to refocus on professional values and for the Army to institute development plans with increased training and educational opportunities.
- Army Professionals voiced broad support for developing, training, and educating specific institutional characteristics that define the Army as a profession, as well as listing the individual attributes that identify Army personnel as professionals.
- As 98 percent of Army Professionals consider themselves professionals and a similar number view the Army as a profession, the Army is already experiencing success in internalizing a professional identity with most Soldiers and Army civilians.
- Soldiers and Army civilians are asking for the Army to develop a shared understanding of our common profession, of the doctrinal concepts that underpin the Army profession, and for greater clarity as to their roles as professionals during this period of transition.
- Even though only a small fraction of Soldiers do not view themselves as professionals (under 3 percent), the Army must remain committed to inculcating our professional values into every Army Professional.

***Soldiers and Army civilians are asking for the Army to develop a shared understanding of our common profession ...***

### Institutionalizing Army Profession Concepts - Recommendations

- Launch a Department of the Army-led strategic communication campaign to engage the force on Army Profession concepts.
- Senior leaders use the Army Profession concepts to educate the force and frame policies and decisions.
- Continue efforts to reach and engage the Total Army through the delivery of Army Profession products and concepts and incorporating of these products and concepts into all leadership development programs.
- Use Army Profession concepts as the foundation for Army Doctrine Publication (ADP) 1: The Army.



- Create a new Army Doctrine Reference Publication The Army Profession to accompany the publication of a revised ADP 1.
- As an initial step to engage the force, the Army Leader Requirements Model, with supporting concepts and definitions, was included in the latest draft of ADP 6-22: Army Leadership.
- Continue the redesign of Professional Military Education and Civilian Education curriculum to incorporate Army Profession concepts.
- Integrate Army Profession concepts into traditional rites of passage (e.g., promotion ceremonies, oaths).

## 2. Building and Sustaining Trust Relationships

In 1861 General William Tecumseh Sherman was a beaten man. A deep depression had settled over him and many newspapers claimed he had gone insane. What saved Sherman was the trust General Ulysses S. Grant placed in him, and the trust Sherman returned in full measure. Towards the end of the war, Grant wrote of Sherman to his wife Julia: “How noble a man he is... I am glad to say I appreciated Sherman from the first, feeling him to be what he has proven to the world he is.” By this time, Sherman had completed his “March to the Sea” and was preparing to lead his troops north to join Grant and the Army of the Potomac. But what was it that gave Sherman the confidence required to overcome his own doubts and fears and to go on to become one of the nation’s foremost generals? Sherman answered that in an 1863 letter to Grant: “I knew wherever I was you thought of me, and if I got in a tight place you would come – if alive.” In no small measure it was this trust between two professional Soldiers that created the most successful command team of the Civil War.

*Sherman answered that in an 1863 letter to Grant: “I knew wherever I was you thought of me, and if I got in a tight place you would come — if alive.”*

Likewise, the Army’s success in the last ten years of war is a direct result of similar bonds of trust between unit members, between subordinates and leaders, between uniformed and civilian members and between America’s Army and the nation’s citizens. Without trust, unit cohesion and combat effectiveness disappear. Unfortunately, the level of trust required for military success is never a given; it must be earned regularly by demonstrated performance over time. Moreover, if trust is ever lost it’s extremely hard to regain. Fortunately, as the data gathered for this report clearly shows, “trust” remains high throughout the Army, but some areas of concern remain.

### Building and Sustaining Trust Relationships - Specific Findings

- a. At present, the Army is going through a difficult transition. Due to changing national strategies, the force will lose tens of thousands of Soldiers. Moreover, for the first time there are serious discussions in some policy circles to reduce or otherwise limit benefits and pensions. Although no decisions have been made on these issues, Soldiers and Army civilians are rightfully concerned about the survival of the pact they made with the Nation upon volunteering for service. As the Army moves through this transition, Soldiers are watching for evidence that their leaders are fighting for their interests and are honestly keeping them apprised of developing policies.
- b. Overwhelming numbers of survey participants stated that they trust other members of their units and their direct leaders. Those stating they trusted their unit leaders outnumbered those expressing negative views by better than seven to one. Still, the one-in-seven who do not trust their immediate leaders is too high to give anyone a sense of comfort. Moreover, Soldiers stating that they trusted uniformed Army senior leaders to make the right decisions for the Army outnumbered those who did not believe this by six-to-one.





- c. On the other hand, too many junior officers believe that they will be punished if they offer senior leaders opinions judged as “too candid.” Moreover, a majority of the Army’s young leaders are convinced that a single mistake can end a career. As the Army winds down combat operations and refocuses on training for a full range of contingencies, leaders—particularly senior leaders—must remember that a tolerance for “honest” mistakes is one of the greatest teaching tools in the trainer’s arsenal.
- d. Despite these concerns, Soldier surveys indicate that they overwhelmingly believe Army senior leaders will act in good faith and do what is best for the Army. Even with this continuing trust, this is not an area in which the Army can ever relax its vigilance. Similarly, senior officers must be ever watchful of their actions, so as to never put at risk the trust Soldiers place in them; for once lost, it could take years to re-build.

### Building and Sustaining Trust Relationships - Recommendations

- Throughout the past decade, and on the battlefields of two wars, the Army has placed tremendous trust in the capabilities of its junior leaders and empowered them accordingly. As we transition to a peacetime Army, we must maintain this trust relationship and continue empowering junior leaders within the limits of their capabilities.
- At the same time, senior leaders must remember that by 2020 the majority of junior leaders in each battalion will probably have no combat experience. That means that even as junior leaders are empowered, they must also be supervised. In this regard, all junior leaders’ military-related activities should be used as opportunities to better train and educate them for the challenges that are certainly ahead.
- The Army should initiate a senior Army leader strategic communication program to stress the importance of trust to the Army.
- “Trust development” should be included in the Human Dimension effort as cognitive and social components.
- Make trust a focused discussion topic for all unit and organizational professional development programs.
- ADP 6-22, Army Leadership, has been revised to explicitly address trust as an essential characteristic of the Army Profession. FM 1 (ADP 1), The Army, as well as ADP 3-0, Unified Land Operations should be updated with the concepts also.
- Trust should be included in the curricula of pre-commissioning training, Professional Military Education (PME) and Civilian Education System (CES) to enhance trust, and uphold performance standards to ensure competence, character and commitment.
- The Army should improve confidence in performance evaluations, promotions, counseling and awards programs.

## 3. Improving Standards and Discipline

According to historical lore, before the Battle of Waterloo an artillery battery failed to salute Lord Wellington as he rode by. When he did not correct the British soldiers on the spot, one of his aides asked him why he was allowing military discipline to slip in such an obvious fashion. Wellington replied that, as he rode past, the sergeants were busily aligning their guns, there was no rust visible on the cannons, the horses appeared well fed and cared for, and despite a day of drenching rain the battery’s powder was dry. He concluded by stating that these were all the elements of disci-

*According to historical lore, before the Battle of Waterloo an artillery battery failed to salute Lord Wellington as he rode by.*





pline he was concerned with. Likewise, Army Professionals continue to display unparalleled discipline where it matters most – on the battlefield.

As the Army transitions, however, we must look at repairing some areas where standards of professional discipline have somewhat eroded. Discipline must not be only of the type that is crucial to success on the battlefield. For the professional Soldier, discipline is the core of his or her being, and is continuously manifested in all environments, from the battlefield to the home-station motor pool.

### **Improving Standards and Discipline – Specific Findings**

- a. Focus groups report that combat deployments create situations where Soldiers perceive there may be different standards between home station and deployed environments. Soldiers indicated that leaders quickly adopt new practices and adjust standards to meet mission demands while deployed. Success while deployed also appears to cause Soldiers to place less value on standards that are not directly associated with winning on the battlefield. Moreover, there is growing evidence that Soldiers are also becoming confused as to what standards are crucial, as well as growing concerns that NCOs are uncertain which standards should be enforced in various environments.
- b. A number of leaders pointed out that many of the visible discipline problems manifest themselves most often during the Army Force Generation (ARFORGEN) “reset” phase, and during the transition from “reset” to “train/ready.” This is blamed on a perceived relaxation of standards during the down-time Soldiers typically receive after returning from combat, as well as the difficulty of re-focusing them on combat training in preparation for the next deployment.
- c. Repeated deployments, continuous preparations for further counterinsurgency operations, and increased reliance on Army civilians or contractors has caused portions of the force to lose skills in fundamental areas such as training management, property accountability, maintenance, and counseling.
- d. Leaders at all levels expressed concern about the relevance and rigor of institutional training with regard to instilling discipline. Soldiers are increasingly concerned that the Army is failing to insist on outstanding performance as the minimum standard within its training system.
- e. Well over half of survey respondents stated that their leaders maintain high standards of discipline within their unit or organization. Moreover, a slightly greater percentage believes that members of their unit or organization maintain high standards of self-discipline. Remarkably, over 90 percent of the force stated that they are willing to put the Army’s needs above their own – the epitome of selfless discipline.

### **Improving Standards and Discipline – Recommendations**

- Develop a study, led jointly by TRADOC and FORSCOM, on standards that:
  - o Incorporates an analysis so as to determine those standards that are obsolete.
  - o Develops a strategy that places an emphasis on standards and discipline in institutional training, and provides learning materials to operational units that outline techniques for reinforcing and improving standards and discipline.
  - o Identifies those standards that are not enforced but that remain crucial to good order and discipline.
  - o Identifies those home station standards that are routinely adjusted by leaders due to conditions in the operating environment. Where feasible, make policy adjustments so that one standard applies, regardless of the environment.
  - o Identifies the factors that motivate individuals to either comply with or ignore standards. Once these factors are understood, make appropriate adjustments to Doctrine, Organization, Training, Materiel,



Leadership and Education, Personnel, and Facilities (DOTMLPF) and policy statements to reinforce positive behavior.

- o Increases the rigor of instructor selection and certification to ensure instructors are exemplars for Army standards and discipline.
- o Identifies those skills or topic areas that are fundamental to developing a professional Army and codify those requirements in training and education policies.
- o Results in the Chief of Staff and Sergeant Major of the Army directing a communication campaign that emphasizes enforcement of standards and discipline.

## 4. Certifying Army Professionals

As the Army transitions from ten years of war, we must once again focus on professional certification based on doctrinal standards and professional competence, character and commitment, in conjunction with experience and performance in war. Although the Army never abandoned peacetime certification processes (e.g., promotions, testing, education and leadership positions), Soldiers perceive a greater willingness to tolerate a certain level of unevenness in garrison or home-station performance in favor of evaluations based on performance in war time theaters. Of course, during war this is unavoidable, as the Army rightfully puts a premium on the skills necessary to succeed in combat and save lives. Accelerated promotions and postponement of professional schooling have reinforced the confusion between what should be done and what actually is done.

As the opportunities to assess Soldiers in combat decrease, the Army must once again spotlight stellar performance in those activities that ensured we remained a combat-ready force through the long years of relative peace after Vietnam and Desert Storm. The Army should use such measures as military qualifications standards and professional military education to assist in determining advancement of the Army's future leaders. Furthermore, these events should be framed as certifications so they are recognized for their long-term importance in stewarding the profession. The Army can reestablish an exacting professional certification program by leveraging these existing certification methods and creating limited new certification systems where needed.

Moreover, the Army must develop methodologies to assess attributes such as the character and commitment of Army Professionals. Typically, the only sure method of judging such traits is for leaders to converse with and observe Soldiers during the performance of their daily duties. Such interactions also send a clear message to Soldiers that leaders value their work. Unfortunately, this is one area where focus groups regularly state that too many Army leaders are not taking every possible opportunity to see and be seen. Computers and Blackberries® have made it much too easy to gather information and issue instructions with a minimum of human interaction. Soldiers want more personal involvement by leaders.

***Soldiers are asking to see more of their leaders ...***

Thirty years ago, Tom Peters and Robert Waterman published what still ranks as the best-selling management book of all time – *In Search of Excellence*. In that work, they identified the one key leadership attribute common to all of the best businesses – “Management By Wandering Around.” Peters and Waterman noted that in

the most successful organizations, leaders spent huge amounts of time out amongst their subordinates—talking, asking questions, and demonstrating an interest in what their employees were doing. Our Soldiers are saying that digital communication has made it all too easy for our leaders to stay in the comfort zone of their headquarters and neglect their duty to go out and collect “ground truth.” Soldiers are asking to see more of their leaders “wandering around.”



Finally, the Army, by necessity of war, has centered its professional certification assessments on Soldiers' abilities to perform in counterinsurgency and stability operations. In the future operational environment, however, the Army may be called upon to conduct operations across the entire range of military operations. Therefore, it is imperative that the Army's assessment process place a value on its leaders' capacities to function effectively in both low- and high-intensity operations.

### **Certifying Army Professionals - Specific Findings**

- a. An overwhelming number of survey respondents (9 out of 10) believe the Army has an obligation to certify its professionals as qualified for their assigned duties. Moreover, similar numbers believe that testing should be part of a formal certification program, as should successful completion of required training and education programs.
- b. While most Soldiers (three out of four) believe the Army should assess "character" and "commitment" as part of a formal certification program, only half express confidence that such traits are objectively measurable.
- c. The operational tempo of multiple deployments to combat zones combined with the highly variable experiences of deployed forces has placed enormous stress on the Total Force.
- d. All levels of the Army are commenting on the need to improve on mentoring, coaching, and counseling skills that have diminished over the course of the past decade.
- e. The demands of war by placing a higher premium on experience over education, and by creating backlogs in certain professional development schools, especially for NCOs, has negatively affected the perception of Professional Military Education's importance.
- f. Focus groups report that when items must be cut from the training calendar, the first thing to go is often Officer Professional Development and NCO Professional Development training / education.
- g. A minority of those NCOs, warrant officers and officers promoted into leadership positions early may have benefited by having more time to gather experience and seasoning.
- h. The demands of counterinsurgency operations are highly variable and only rarely draw on the combat skills required at the high end of the range of military operations. Therefore, as might be expected in an Army that has been conducting counterinsurgency operations for a decade, Soldiers and Army civilians are reporting a reduction in baseline skills, particularly in regards to high-intensity operations.

### **Certifying Army Professionals - Recommendations**

- Create an Army certification program that aligns existing certification programs under one umbrella, and incorporates "character," "commitment" and "competence" as part of each phase of an Army Professional's development. Moreover, any certification process must be coordinated with and supported by both the Institutional and Operational Army.
- As TRADOC revises concepts and doctrine, the Combined Arms Doctrine Directorate should add professional certification standards and processes into appropriate publications. This process can begin with the draft Field Manual 1 (ADP 1): The Army and then trickle down, so as to nest itself in other Army doctrinal publications.
- Incorporate "character, commitment and competence" assessment in revisions of all Army evaluation programs. This process may be initiated by the distribution of exportable training packets that provide leaders with implementation guides for use in professional development sessions.
- Prioritize resources to allow PME systems to catch up with backlogs of students selected for attendance at various schools. This includes establishment of policies and implementation of programs across the institu-



tional and operational Army designed to provide time and resources for Soldiers who have received accelerated promotions to attend the PME programs typically required for their rank.

- The institutional and operational Army must embrace and emphasize the importance of leader development activities, and enforce existing standards for their conduct.

## 5. Investing in Leader Development for the Army of 2020

Our leaders have performed magnificently in two wars and under a harsh operational tempo. This practical experience has created a large cadre of leaders who are smart, competent, and adaptive. These experienced leaders will form the backbone of all future leadership development efforts. To assist them, the Army has created a rich body of knowledge. This collection provides the foundation for both a leader's self-development, and to help guide him or her in the development of others. Moreover, the Army has established an effective Army Leader Development Program to sustain and improve the Army's institutional development policies and programs. As with any professional organization, however, the Army cannot rest on its laurels. Rather, it must continuously search for ways to further improve our leader development systems.

During this period of transition, the Army will continue to place leader development on the top rung of its priority ladder. Even as we deal with many competing priorities and the challenge of years of relatively austere budgets, the Army must never cease making significant investments in the development of our future leaders.

### Investing In Leader Development for the Army of 2020 – Specific Findings

- Overwhelmingly, Soldiers give Army leaders high marks in tactical skills, technical knowledge and leading to achieve results. This, of course, is exactly what one might expect of leaders who have been tested and had proven themselves in multiple combat deployments. On the other hand, Soldiers have noted an erosion of certain interpersonal skills, such as coaching, teaching, counseling, and mentoring. Again, even though this was not foreseen, an erosion of these particular skills was unavoidable. The wide scattering of units across combat zones, the rapid operational tempo, and high personnel turnover in many units, have combined to erase many of the opportunities a peacetime Army has to teach, counsel, and mentor. As the Army transitions back to a relatively slower operational tempo, Soldiers are looking for leaders at all levels to re-learn those development skills that served us so well in the decades between Vietnam and the current wars.
- The data reveals a certain amount of skepticism in regards to the value and relevance of certain elements of the Professional Military Education system. This is particularly true when Soldiers compare the practical value of experience gained in various assignments to what they might learn in Army schoolhouses. Leaders are concerned that the Army's education system is failing to prepare them for the challenges of the future operational environment, or for their next assignment.
- Policies and governing documents for Army leader development are disjointed and dated. Roles and responsibilities for leader development are not clearly defined and are sometimes conflicting.
- Surveys indicate that the Army civilian perspective on the Army's professional development climate is mixed. Moreover, many civilians noted that the Army lacks an integrated approach to civilian professional development that provides development opportunities to top performers.

***Soldiers are looking for leaders at all levels to re-learn those development skills that served us so well in the decades between Vietnam and the current wars.***



## Investing In Leader Development for the Army of 2020 – Recommendations

- Complete ongoing efforts to define roles and responsibilities for Army Leader Development at the Department of the Army and Army Command levels, ensuring the process is cooperative and collaborative. In addition, institute programs to update Army Regulations and supporting Department of the Army pamphlets so that they clearly reflect new delineations of functions, responsibilities and authorities.
- Continue the ongoing efforts of the Army Leader Development program – 30 current initiatives (17 with resourcing and 13 for policy) - and implement new initiatives coming from the Army Profession Campaign as they are articulated.
- Develop and field a leader development “how to” Army Techniques Publication for use in Operating and Generating force organizations.
- Continue evaluating the feasibility and acceptability of a selection program for critical Professional Military and Civilian Education courses similar to the ongoing effort to re-initiate central selection of Intermediate Level Education attendees.
- Align Officer Evaluation Reports, NCO Evaluation Reports, and the Army civilian Total Army Personnel Evaluation System to reflect the criteria established in the Army’s Leadership Requirements Model in ADP 6-22 and the professional certification criteria of competence, character, and commitment.
- Provide a pool of leader development experts that Brigade-level commanders can rely on to assist in establishing unit Leader Development Programs within their respective units.
- Update, as appropriate, counseling, coaching, and mentoring courses and tools.



## 6. Strengthening The Army’s Culture

Like all successful military institutions, the Army devotes considerable time reflecting on glorious moments of its past. These stories build unit esprit, and instill in Soldiers the values the Army holds as crucial to its continued success. Many of our oaths, creeds and artifacts emerge from these stories. Stories such as the deprivations at Valley Forge, the militia heroes at the Battle of New Orleans, the heroism of the 20th Maine at Gettysburg, the endurance of the “Lost Battalion” in the Meuse-Argonne, the fortitude of the “Battling Bastards of Bastogne,” and hundreds of other magnificent moments in the Army’s 236-year history have all gone into creating our modern Army culture. On a basic level Soldiers spend countless hours regaling one another with “war stories.” This is one way units pass on the traditions and ethos of their organization from one generation of Soldiers to the next.

The Army’s culture is often represented by these stories, but is in fact much deeper. The culture is represented by artifacts, those elements lying at the surface of the institution which can be seen, heard, or felt—such as unit colors. The practices used by members of the profession and how they relate to our espoused beliefs and value also demonstrate our Army culture on a daily basis. At the most fundamental level, the Army’s basic assumptions, such as leaders being responsible for everything their unit does or fails to do, and never leaving a comrade, are the accepted “facts” that represent the Army culture at its deepest level.

*The Army’s culture is often represented by these stories, but is in fact much deeper.*



In the December 2010 “Army White Paper, The Profession of Arms,” Army culture is defined as:

... the system of shared meaning held by its members, “the shared attitudes, values, goals, and practices that characterize the larger institution over time.” Institutions – organizations that endure – have distinct, stable cultures that shape their behavior, even though they comprise many, ever-changing individuals. An organization’s culture generally reflects what it found (and may still find) to be functionally effective in times of strong need. Culture goes beyond mere “style.” It is the spirit and soul of the body corporate, the “glue” that makes units and commands distinctive sources of identity and experience; it is essentially “how we do things around here.”

The Army’s unique culture is expressed through Army Professionals personally identifying with the Army and its values, and who possess a strong sense of unit esprit and camaraderie. For Soldiers, this internalization is best described in the Army Ethic:

The collection of values, beliefs, ideals, and principles held by the Army Profession and embedded in its culture that are taught to, internalized by, and practiced by its members to guide the ethical conduct of the Army in defense of and service to the Nation.

The Army’s Ethic embodies fundamental precepts that enable Army professionals to understand and accept the noble rationale and purpose for their lives of service and sacrifice.

Over the course of ten years of war the Army has superbly accomplished a wide array of missions. Through many hardships, trials, and sacrifices, Soldiers have maintained a strong sense of service and a long-held view that such service is a sacred calling. By any measure the Army culture, tempered by a decade of war, remains a solid foundation upon which this nation can build and maintain the future force.



That, however, does not mean we can relax our vigilance. Any erosion of our culture can rapidly undermine the effectiveness of the entire force. All Army Professionals must, then, continually examine our culture to ensure it remains relevant and capable of underpinning a force always ready to accomplish any mission the American people ask of us.

### **Strengthening The Army’s Culture – Specific Findings**

- a. Members across the Army Profession have noted that no single source document exists to identify or define the Army culture and ethos. They expect the Army Profession Campaign to develop an Army Professional code of ethics.
- b. Junior leaders indicate that due to a decade of conflict, they have not had the same developmental experiences as leaders of previous generations. They believe they have missed out on many traditional Army events that built esprit-de-corps, and desire such experiences be reinstituted in a meaningful way.
- c. Repeated deployments and high operational tempos have caused Soldiers to become greatly concerned about living up to Army values while giving the proper time and devotion to their families.
- d. Modularity, reflagging, and the breaking of command relationships have diminished identification with one’s unit of assignment and is damaging esprit-de-corps and the pride of belonging to a successful unit with a long and proud tradition.



- e. Despite widespread endorsement of Army Values and traditions, there remains a perception that a small minority of Soldiers fail to live up to these standards without any consequence to themselves.
- f. The Army personnel assignment system frequently reassigns Soldiers too soon after returning to home station from combat deployments, thus adversely affecting unit cohesion and Soldier identity during a critical period of readjustment.
- g. Changes in the traditional understanding of roles and responsibilities within the Army are affecting its culture.

These include:

1. Misutilization of personnel across all cohorts—to include contractors—is a broadly-based concern.
  2. A greater reliance on contractors for duties that were previously accomplished by uniformed Soldiers challenges traditional roles.
  3. As military members have deployed, Department of the Army civilians at home stations have assumed increased duties and greater responsibilities.
- h. Task prioritization has become increasingly difficult as a result of too many competing requirements, all seemingly requiring immediate attention. Leaders are failing to set clear priorities as to what must be done and where risk can be assumed. This failure is negatively affecting training management systems, which are, in any event, not well understood or enforced. Moreover, junior leaders do not believe that they have adequate control over training schedules. The training schedule is meant to be a contract between junior and senior leaders. When it is changed on a regular basis that contract is broken, causing detrimental effects throughout the unit.

### **Strengthening The Army's Culture – Recommendations**

- Continue the Army Profession Campaign assessment with focused research on the key tenets of the Army's Ethic. The goal of this continuing research should remain focused on providing recommendations that validate or modify our Ethic, as well as the Army's canon of values, beliefs and ideals. This effort should result in the development of an Army Ethos/Ethic doctrinal pamphlet.
- Train and educate leaders so as to increase their knowledge and understanding of the Army's culture and how they can contribute to making lasting, positive cultural changes at their levels.
- Implement Professional Development sessions on Army culture within all Army units and programs, for both Soldiers and civilians. Moreover, Professional Military Education courses should increase their content of organizational behavior classes, so as to present leaders with a better understanding of how to build and sustain positive cultures and climates.
- Launch programs to maintain and promote unit esprit-de-corps. This may start with a Department of the Army-level communication campaign that designates an upcoming year as the "Year of the Army Profession."
- Craft an Army-wide policy directing that inductions, promotions, graduations, transfer of authorities/commands, and other "iconic" ceremonies include the essential characteristics of the profession.
- Build esprit-de-corps through more cultural events, unit heraldry, and traditional bonding events, such as formal dining events.
- Utilize Master Army Profession and Ethic Trainer (MAPET) course graduates as subject matter experts in each brigade and equivalent organization to assist in establishing character-development programs.



- Refine or develop a robust set of diagnostic tools for command teams to use in conducting initial and follow-up assessments of units' culture and climate.

## 7. Integrating/Synchronizing Human Development

Soldier care and development remains a high priority for the Army. Without a force that is both professional and competent, the Army cannot accomplish the missions entrusted to it. With this in mind, the Army has instituted scores of programs aimed at improving the development of our Soldiers and Army civilians. Everyone involved in the maintenance and delivery of these programs is fully committed to delivering excellence. Unfortunately, there is insufficient integration and synchronization between all of these separate initiatives and efforts.

***Soldier care and development remains a high priority for the Army.***

This lack of integration and synchronization has a negative effect on the Army's ability to remain flexible and sufficiently responsive to the needs of individual Soldiers. As the Army transitions out of two simultaneous wars there is an urgent need to improve the governance of the overall "Human Development" program and increase coordination between all of the programs' many offices and efforts.

### Integrating/Synchronizing Human Development - Specific Findings

- a. The last decade has shown the importance of focusing on the human dimension so as to strengthen our Soldiers' and Army civilians' psychological and physical well-being and performance. Yet, the Army still lacks an integrated Human Development effort.
- b. The Army lacks sufficient internal subject matter expertise in the behavioral, social, and other Human Development sciences, and thus must overly rely on external experts to implement crucial programs.
- c. Traditional mentoring, coaching, and counseling have diminished, placing increased risk on the development of the human capital of the profession - the Army's future leaders.
- d. Operational demands often result in mis-utilization of personnel across all cohorts.
- e. Professional Military Education is not meeting the needs of junior and mid-level leaders in the current environment, as many report inadequate Program of Instruction (POI) content related to leadership and Human Dimension content.

### Integrating/Synchronizing Human Development – Recommendations

- Complete the Human Dimension management approach, "Plan of Action" and "Milestones" for presentation to the Assistant Secretary of the Army for Manpower and Reserve Affairs.
- Implement the Human Dimension Integrated Change Recommendation.
- This human development opportunity should inform and be fully incorporated into the Officer Personnel Management System 2020 initiative.
- Support the Army Capabilities Integration Center's initiative to explore and identify "Knowledge, Skills, and Abilities" required at every grade in each specialty. As this initiative promises to support professional certification, and aid in matching individuals to their interests, it could have a large impact on retention of highly-skilled, low-density Military Operational Specialties.





## Conclusion

The foundation of our Army is solid. Even so, we see a number of areas of lingering concern and where improvements are required. The Army that has weathered the unprecedented demands of the last decade was built by careful, dedicated professionals who never lost focus on the necessity to always care for and improve our profession. In that spirit, this report is a call to arms for all of us, as stewards of the Army Profession, to implement the initiatives put forth in this study. Doing so ensures that our Army remains strong and that it continues as the nation's force for decisive action. As we transition the force to the Army of 2020, every Army Professional has an obligation to maintain the Army's standing as a trusted profession capable of meeting our nation's call in an uncertain future.

